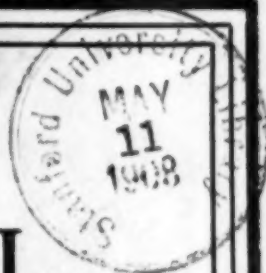


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OFFICIAL JOURNAL, TEACHERS' ASSOCIATION OF NORTHERN CALIFORNIA

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VOL. IV

MAY, 1908

No. 5

Papers Read in the Commercial Teachers' Department, C. T. A., 1907

(Continued from April)

REMARKS OF PRINCIPAL HUNT

Principal Rockwell D. Hunt of San Jose High School was called upon for remarks, and he responded in a manner that left no doubt of his deep interest in the commercial work of the high schools. Following is a brief synopsis of his remarks:

Gentlemen who argue for the two years' commercial course which shall be in a department entirely separate and distinct from the other departments of the school are on the wrong track. The commercial course must be a high-school course, equally difficult and dignified with any other course in the school. It should extend through four full years, combining with the technical commercial branches the chief representative academic studies, thus producing a totality of culture and efficiency not possible to the tender youth who takes a short-cut through accounts and gets a smattering of shorthand, but fails to develop power or initiative.

Our commercial departments must not be content to turn out cheap clerks, and nothing better. The real reason that many commercial graduates hold their positions so long is that they are not ready to be called to higher places, which demand broader training and higher culture.

If the demands of our generation are for thoroughness and adequacy, depend upon it, the future calls still more loudly for these qualities. It is well known that years ago President Thwing reasoned, from data furnished by a biographical dictionary, that whereas one person out of every ten thousand non-educated had reached some place of eminence, one out of every forty of those liberally educated had been accorded such a place; thus concluding that the chances of the college-trained man were as two

hundred-fifty to one for the unlettered to reach some eminence in America's directive force. Similar reasoning has been used by President Pritchett and others. In the volume, "Who's Who in America?" containing the names of many thousands of Americans, it is noted that almost exactly seventy per cent of them all are either college graduates or have enjoyed the benefits of a liberal education. As commercial teachers, we must enlarge our view and strive to meet the demand for young men and women fitted to assume directive force in the intricate mechanism of today's commercial life. Never be satisfied with mere petrified clerkships.

But our commercial course must not be wholly isolated from the university and higher technical school, any more than from the cultural side of secondary education. A satisfactory commercial course, taught by adequately prepared teachers, and extending through four years, should admit directly to college without entrance examinations. How unfortunate and unjust that the youth, whose aspirations for the higher education have been aroused while pursuing his commercial or industrial branches, should be debarred from the college portals because, forsooth, his goods have not the proper labels!

The three things essential to a good department are good teachers, good course of study and good equipment, and these are in the order of their importance. I insist that real culture must be at least one of the essential products of any well-ordered course of study, whether classical, scientific, commercial or manual training. And President Butler's definition of culture is likely to stand for a long time—"Refined and gentle manners, facility and precision in the use of the mother tongue, the power and

habit of reflection, capacity for growth, and the power to do."

But, finally, the sound moral sub-stratum must support even the best course of study, else our work is vain. With the most of us, says President Elliot, the practical is coincidental with the selfish. Cunning, deftness, facility and manipulation—these are

not to be sought for themselves alone: the skilful criminal is ten-fold more dangerous than the burglar. The salvation of our commercial departments, as of our political and social institutions, depends on character. Great is ability; yet heaven esteems integrity above ability.

Commercial Course of Study

It is with considerable diffidence that I approach the subject of a suitable course of study for commercial classes. It has been my opinion for some time that it was going at the subject from the wrong end to attempt to formulate courses for individual departments or for special classes in the hope that the combination of these courses would make a satisfactory course of study for the entire school. It is true that courses have, in some measure, to be made up in this way, but I believe that it would result more satisfactorily to gather together the subjects desired for as many varied lines as possible and weave them into one course of study having divisions or groups of studies which could be designated The Latin Course, The Scientific Course, The Commercial Course, etc.

In this way it could be readily shown how the various studies could be given in the course, the relation of other subjects to the ones assigned for any year in the course, and the possibility of using the work in one subject by the classes in two or more courses. To this end, I believe it would be best to formulate courses in a way to show what subjects should be offered each year, instead of merely outlining the number of units of work which should constitute the number required to complete the course. Some subjects take a great deal of their value from their location in the course. For example, shorthand is worth much more after two years of English, thus bringing it at the last of the course, while it would be folly to give this subject at the beginning of a four-years' course, allowing it to be forgotten and to become useless during the last two years prior to graduation.

It is frequently objected that it is difficult to formulate a course of study fitted to train for all lines of business. It may be stated with equal truth that all courses have some extraneous matter for some of those who take them, not all of the required subjects proving helpful to all who study with true diligence. The study of accounts may, however, be considered a common basis for most lines of business activity. Our task, then, is to formulate a course with this as a basis, making it cover as much of the training for general lines of business as possible, with an opportunity

for the selection of as many special subjects as the student, with competent direction, may desire to choose; to formulate a course which shall provide for thorough training and drill in commercial branches and also insure training in a great part of the work usually grouped in the purely cultural courses.

Among the subjects which should be offered in the commercial course are: Book-keeping, stenography, typewriting, commercial law, commercial arithmetic, commercial geography, correspondence, economics and penmanship. Of these, shorthand should not be required, but rather given as an elective, for the reason that many cannot master it in a way to make it of service to them. It requires not mere mastery of principles, which in the main are not very difficult of understanding, but also combination of quick brain action in the determination of proper outlines, and rapid movement of the hand in the formation of those outlines. If a pupil is slow in either one, he will not make a success in the subject. It is not a branch in which one can plod along and be successful. In mathematics or Latin, he may be slow, but by perseverance he may get the problem or the translation assigned for report at recitation hour. His very slowness may enable him to get more from his work, but in shorthand it is different. It is the one course in the curriculum requiring speed. As in training for field sports, it is recognized that not all students can become good runners; so it must also be recognized that not all students can make a success of shorthand.

In attempting verbatim dictation, the student must have at his command all of the principles of the subject ready for immediate use. When he hears the spoken word his mind must immediately decide upon the proper outline, and his hand must perform its part and put on paper the combination of characters which the brain has decided is best. Rapid thought combined with slow manual action, or slow mental action even when combined with speedy hand movement, will either one prove fatal to success in shorthand. This is one explanation for the failure of many a student who has made a good record in other lines of work, slow

mental or manual action. It is also an explanation of the apparently strange fact that a girl who has not made the best of records in class becomes a good stenographer. She has her learning at her command, and her hand moves rapidly to write out the dictates of an active brain. Where it is possible to give only one period a day to shorthand, two years should be devoted to it, especially if the subject is offered in the early part of the course.

Typewriting should be given one period a day for two years, and the work done on the machine should be thoroughly planned out by the teacher. Typewriting requires careful direction, and shows the result of the admixture of brains just as quickly as does any other branch. One of the great needs of commercial departments in our high schools is a satisfactory text in typewriting. The texts now available are those prepared for short courses, and do not contain enough work for a course as generally planned for high-school credit. If typewriting is to be placed on the list of accredited subjects at the University it will be necessary to outline a quite definite amount of work for the machine and set some standard of proficiency as to speed and accuracy by which all students shall be judged. The preparation of such a text should be the aim of the commercial teachers of the State, and a committee should be appointed to collect the good material used by the various schools with a view to grading and arranging sufficient work to occupy to advantage the time given to the subject in the curriculum.

The credit for bookkeeping should also include penmanship, as neatness and rapidity in writing are prime requirements in this work. The time taken for practice on writing in the early part of the course will easily be made up by the added ease of accomplishing the later work. Repeated drill should be given on the fundamental principles of bookkeeping. There should be an abundance of practice in preparing journal entries, in entering items in the cash book and posting from the same, and in the preparation of all kinds of legal forms and commercial paper. Business practice, using representative merchandise and money, together with proper bill-heads and blanks, should also be made a great part of the scheme of instruction.

Commercial correspondence should be given considerable prominence. Clear, direct and forceful expression is demanded in the business world today, and there is no branch more necessary than that which has to deal with the training of people who are to handle the correspondence of the business houses of the present day. In the teaching of this work, considerable attention should be given to inter-communication work carried on among the students in two or three schools. There is nothing which stimulates to accuracy in spelling, in punctuation,

in clearness, or in general arrangement of material, like the fact that the letter is to be read and criticized by a stranger and returned with his marks upon it. This subject, after the first basic lessons, in which the principles of the subject are discussed, explained and exemplified, rightly belongs with the business-practice work of the bookkeeping; but no one has yet worked out a scheme for the successful management of it in this connection. The necessity of ordering goods from real people, of asking for or allowing discount for prompt or early payment, of writing a letter inclosing a draft or a check in payment, or acknowledging receipt of payment; these furnish a real basis for correspondence. They furnish the "situation" which is demanded in order to produce effective work.

In commercial geography, considerable attention should be given to the trade, productions, manufactures, languages, and markets of foreign countries. In this branch, as in but few others, can be taught the methods of gathering data and tabulating statistics. The ability to collect and set in order the important facts concerning an enterprise, and to draw logical conclusions from the evidence at hand, is one of the highest worth to any man, whether he be a merchant, a tradesman, or a farmer. Careful thought should be given to the merchant marine, to legislation in regard to shipping, and to the general laws of trade. Germany's great advance during recent years is due in large measure to her thorough knowledge of trade conditions in other countries. This information was gathered, in part, by her consuls and given to her teachers for the purpose of instructing the young men in the schools preparing for business pursuits. The fundamental laws of trade, money exchanges, law of supply and demand, and other fundamental economic principles should be included in this branch.

The study of commercial law has not come to the point where its value has been fully appreciated. Some knowledge of legal rules and principles is necessary, nay, even indispensable to every one who has dealings with others in the business world. Every accountant comes in daily contact with questions which are of great importance, but which can easily be settled by one familiar with the simple principles of business law. No study in the curriculum is better adapted to the real needs of every pupil than is commercial or business law. It broadens the mind, strengthens the reasoning faculties, and gives a clearer insight into the motives which actuate men in their relations one with another.

The study of modern languages should have a large place in the commercial course. No language should be studied for less than two years, and it would be much better if the study could be continued for a longer time, extending, perhaps, through

the entire course, especial attention being given to the acquiring of a speaking knowledge of every language studied.

United States history and civics should be required of all students who complete the course. No election of courses should go so far as to permit a failure to get this one important topic. Knowledge of other nations and times is well enough, but should never preclude a careful study of our own times and methods of government. The course here prescribed is that mapped out by the University authorities as a requirement for admission to the University of California.

The plan as outlined above will provide for the following course of study:

Technical studies (required)—

Bookkeeping	2	units
Commercial arithmetic	$\frac{1}{2}$	unit
Commercial law	$\frac{1}{2}$	"
Typewriting	$\frac{1}{2}$	"
Com. geography and economics	$\frac{1}{2}$	"
Commercial Correspondence	$\frac{1}{2}$	"
Non-Technical studies (required)—		
English	2	units
Modern language	2	"
Science	1	unit
U. S. History and civics	1	"

Total 10 $\frac{1}{2}$ units
Electives—Stenography, 2 units; typewriting, $\frac{1}{2}$ unit; advanced bookkeeping, science, mathematics, history, English, modern languages.

(Note: One period of work for a year should be required for one-half credit in typewriting. If stenography is taken, no credit should be given for the second year's typing, because the time should be given to the making of transcripts of the work dictated in class, and the typing really becomes part of the stenography.)

The following submitted as a tentative course of study, showing the arrangement of work in the different years.

1—English, commercial arithmetic ($\frac{1}{2}$), correspondence ($\frac{1}{2}$). Two of the following: Algebra, physical geography, Latin, German, French, or Spanish.

2—English, bookkeeping, commercial geography ($\frac{1}{2}$), commercial law ($\frac{1}{2}$). One of the following: Plane geometry, botany, ancient history, Latin, German, French, or Spanish.

3—Four of the following: English, Latin, German, French, or Spanish, chemistry, European history, advanced algebra ($\frac{1}{2}$), stenography and typewriting.

4—United States history and civics, advanced bookkeeping. Two of the following: English, Latin, German, French, or Spanish; physics, solid geometry ($\frac{1}{2}$), trigonometry ($\frac{1}{2}$), stenography and typewriting.

In the above schedule, opportunity is given for taking four years of any modern language, or two years of one language and two of another. Such an arrangement is possible only in large schools with large teaching force. In a majority of the schools of the State it will be found easiest to offer either four years of Latin, or two years of Latin and two years of modern language. Typewriting may be taken in any year, subject to the convenience of the commercial department.

After all is said and done, the course of study has less to do with the degree of progress made by the student than have the method and enthusiasm of the teacher in conducting the work. A teacher who is out of sympathy with the work can ruin it and make the time spent in the study worse than wasted, while one who appreciates the value of commercial training, and who understands the relation of his subjects to practical life can bring out of them an abundance of training which is equal to that to be secured in any other line of study.

There is yet much work to be done in the way of outlining courses of study, not only for commercial classes, but for all others; but above and beyond all these is the need for trained and tactful teachers who appreciate the viewpoint of the man of business in his insistence on scholastic training which will meet the requirements of daily tests as to accuracy, directness, promptness and general efficiency.

A. B. WAY, Petaluma, Cal.

Getting Results

Richard H. Piatt, Sonoma, Cal.

Perhaps no more formidable topic could be assigned to a teacher than this which has fallen to my lot—"Getting Results." To the instructor who is in the work from the love of it, who has a pride in his vocation, all preconceived ideas, all pedagogic theories as theories, must be tested by the gauge of results; and the outcome in his own case is certain to be awaited, if not "with fear and trembling," at the least with a genuine concern, and an almost certain degree of dis-

appointment and sense of failure. Yet he, himself, will prove to have learned even by his failures.

Other things being equal, the greater the experience of the teacher, the better he should know how to achieve results, and the more capable he should be of advising his younger fellow-workers. Having had less than three years of school-room experience, I feel a real diffidence in trying to set forth methods of result-getting. But

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realizing that "other things are not always equal," I shall hope that my limited experience may have established some minor points of method, or at least that what I offer may arouse discussion and helpful criticism. All I shall offer is, in my own mind, subject to further test, and I trust this paper will be received for exactly what it is—merely a recital of tentatives toward our common goal.

Before exhibiting methods, what shall we agree upon as the results to be aimed at? Are we trying to give an all-around informative education as a basis for a whole life's work, or a facility with tools which shall enable early bread-winning? Are we planning an education which shall make capable, conscientious citizens, imbued with earnest aspirations toward high ideals, or are we attempting to produce clever money-getters? Shall we set as the pupils' aim the acquisition of an attractive handwriting, a notable speed in shorthand, dextrous manipulation of the typewriter, "lightning" arithmetical facility—these as the *summa bona*—or shall we regard these as exceedingly valuable accessories to a more valuable acquisition in a fund of knowledge of practical worth in English, history, natural science, in economics, commercial geography, commercial law and modern languages—and, most valuable of all, the power to use this knowledge? These may be the extremes of ideals—but somewhere at or between these extremes we are, all of us, consciously or unconsciously working.

The aims of any given school cannot be determined by a fixed standard, even though theoretically correct. The commercial conditions of the community, the size of the school, the general attitude of parents toward education, will largely condition the standard to be applied. But differences should be only in detail—the general aim should be the same. In this paper I shall speak of efforts made in small schools, in communities with no predominating mercantile spirit, and in courses aiming to supply as much as possible of academic instruction with due regard to the commercial or so-called "practical" studies.

The study I consider fundamentally the most important—and I say frankly it is precisely the one that has proved most baffling—is English. Pupils come from the grammar schools with a minimum of power in the use of their mother-tongue. How to obtain from them a maximum of power in a minimum of time I have neither proved for myself nor learned from fellow-teachers. Almost without exception, when I have queried on this point my correspondents have replied bluntly, "I don't know! Tell me!" For two years I tried a five-period course consisting of three periods of thorough grammatical drill with much original work, and two periods of spelling—the last three months substituting business correspondence for the grammar. The results seemed so far

short of what I had expected that this year we are requiring regular freshman English of all entrants—in addition requiring, in the last half of the year, three periods a week of what we shall call "Business English"—to consist of one period of spelling and two of grammar drill, and the practice of business correspondence. I have not found grammatical drill of much value except through a combination of original exercises and critical work. Spelling I have found one of the best-liked studies, creating more interest than almost any other. We use a text with full definitions. At one recitation, out of fifty words spelled, ten, chosen at the time by the teacher, are assigned for definition. At another lesson, all the principal words are defined and discussed. Thus, all definitions must be studied. Our text has a quotation of merit at the head of each lesson. The pupils memorize these and learn the date, nationality and chief claim to distinction of the authors, and write the quotations and information at the end of the spelling. One lesson in ten consists of standard literature to be studied carefully with respect to spelling, definitions, capitalization and punctuation. So far, I have felt fairly satisfied with the results in spelling. I have not found good results from oral lessons. Defective visualizing is the chief cause of poor spelling, as I see it. It is the written and seen word that the pupil deals with in life. So we require each error handed in written correctly five times.

In business correspondence, a good text is a material help in the earlier weeks. Along with the careful study, explanation and discussion of the various forms, go original exercises in all the minutiae of superscriptions, headings, signatures, etc., together with thorough drill in folding, enveloping, filing and indexing letters. For this last we use a constantly increasing collection of several hundred actual letters from firms in many lines of business, at home and abroad. Contact with actualities begets interest as nothing else will. Probably the most valuable part of the work last year was the exchange of correspondence with a neighboring school. After several weeks of class-study, each of our pupils wrote a letter of a given type—for example, asking that a bookkeeper be recommended—and these letters, without examination by the teacher, were sent by him to the other school. There, the letters were critically examined, all errors of whatever sort were marked in red ink, and the letters returned to us accompanied with a set of replies. Our pupils then discussed in class all criticisms, red-linked the replies, and returned them with new letters of a different type—and so on. Nothing else of the year's work aroused so much interest in the pupils or developed such close criticism of their own work as did this simple interschool exchange of correspondence.

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Commercial Department

In bookkeeping, we face this problem: Shall we aim to cover as wide a field as possible or shall we devote our attention to a few of the common, more fundamental forms? We have limited our efforts to securing the utmost possible thoroughness of comprehension of theory and the greatest accuracy in practice, in a somewhat narrow field. We spend the earlier weeks largely on ruling, till the pupil can rule neatly, accurately and speedily all forms required. For all supplemental and rough-draft work, the pupil rules his own paper—no machine-ruled loose-sheets are used. Not only is there great economy of stationery—and we preach a wise economy everywhere—but the pupil gains an ability to furnish himself in a few moments with any blank desired. The theory is developed from the start by class-discussions, oral and written drill, but blank-books are not used for perhaps two or three months. Our supplemental work is large, and to a great degree precedes the use of the same forms or transactions in the blank-books. Every form is written repeatedly until the pupil can draw and write in from memory. Then, when the budget comes into use, very rarely are forms sent back for correction—and no incorrect forms are ever passed. Every step having been carefully drilled when taken up, if the pupil makes a mistake afterward he is required to find it for himself. No matter if it takes him three or four days—he must learn to recognize his mistakes. From the foregoing it follows that the early work is very slowly done; but we do not find the requirement of virtual perfection makes the work a drudgery. On the contrary, it seems to engender a pride in submitting work that cannot be “red-inked.” And when the more

advanced forms are reached, greater speed comes without effort and with no deterioration in form. Our classes are small, and more individual instruction can be given than is possible in large classes—but we aim to give real instruction and not help. Self-reliance, power, is sought, no matter how slow the progress; and after the foundation principles are learned, each pupil sets his own pace, provided steady and thorough work is done.

Penmanship with us is taken in the book-keeping period. We make no attempt to bring all to a uniform business hand, alike in form and slant, but try to correct the grosser errors of each hand and establish principles that will enable the growth of a better individual hand. We break up, first, bad habits of holding the pen, and develop muscular movement at whatever expense to form. Then by degrees we try to eradicate all back-hand and complete verticality. We discuss the forms approved by the business world, comparing them with the discarded forms. Each pupil has his text, and the blackboard is used for discussion, criticism and comparison. I believe more and more that ability to criticize form must precede ability to acquire form with most pupils. By degrees, we eliminate from each hand the positively bad forms, allowing the pupil to develop along his own bent, so long as he keeps within bounds. With not over an hour of practice weekly, some notable improvement has been made in the half-year by some very crabbed “back-hands.” We might not follow this plan had we a full period daily for penmanship; but we are encouraged to continue under our present schedule. The high school, we think, is not the place in which to learn to write—still, less should

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it be the place where pupils unlearn penmanship.

After English, our most distressing problem is arithmetic; indeed, as regards actual, present ability in the pupils, it is commonly more distressing than the English. When the grammar-school graduate cannot pass a 50 per cent entrance test in addition, subtraction, multiplication and division, the commercial teacher is apt to feel blood-thirsty. But when he finds that every other commercial teacher, with virtually no exceptions, reports a similar experience, he feels less inclined to assassinate his pupils than to do murder upon—the system! It is not that pupils do not know how to add, subtract, and so on—they know how to do all these, and do them—with incorrect results! All that we find ourselves able to do is to drill and drill and drill—till a fair percentage of accuracy is acquired. Speed is a valuable but a secondary quality; accuracy and a knowledge of the "why" are sought above all. We make it almost a matter of pride never to ask for a "rule." When we bid a pupil "Explain great common divisor" and get the reply, "I can't explain it, but I can tell you the rule," we get what we consider a zero answer; and we spend as long as possible to establish the principle. Rules may give temporary facility—only principles can give permanent power. This year we

(Continued on Page 11)

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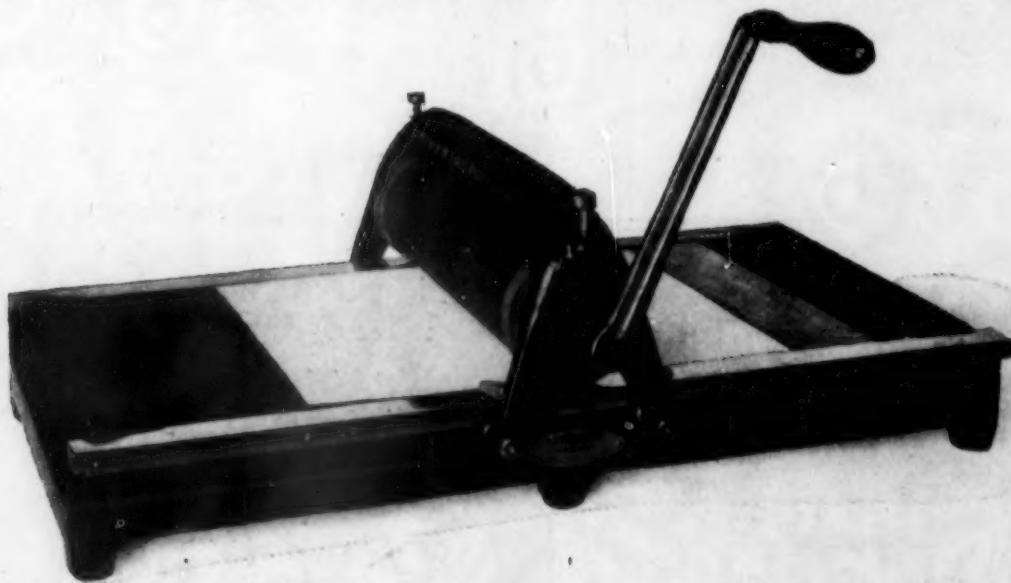
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For 1908

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Hon. L. D. Harvey, Wisconsin, says: "The plan of your paper is a most excellent one, and ought to commend it to those who are looking for the right kind of literature."

Within the next few weeks the following articles will appear:

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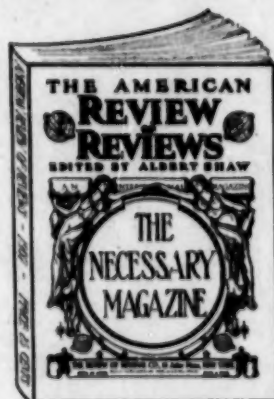
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GETTING RESULTS

(Continued from Page 7)

are trying the plan of giving a half-year on the operations from addition through decimal and common fractions to all beginners, along with the early bookkeeping, and intend to give another year of advanced arithmetic in the second half of the second year, when finishing bookkeeping. This plan, not original with us, we believe will prove of greater ultimate value than to give the arithmetic in the whole first year and then only. Our experience shows that nine-tenths of all trouble in bookkeeping is arithmetical; and with the utterly insufficient ability gained in grammar schools, a year in high school is none too much. As to results, we can boast no more than that comparative tests have shown great improvement.

In shorthand we have followed the same principles stated under bookkeeping. Speed has been wholly subordinated to accuracy of form and knowledge of principle. Spite of frequent discouragements in first-year work, the second year has shown, up to the mid-year, such mastery of form and principle, and such accuracy in transcription that we feel entirely confident of a satisfactory speed by the end of the year. Throughout the first-year work there is a great amount of supplemental work, constant quizzing on principles, careful individual criticisms of form and a great deal of reading from the pupil's own notes, or from his neighbor's, or from plates. We hold good reading ability is of equal value to writing ability in practical life, and also that the practice of reading is one of the best roads to the acquirement of form and to the comprehension and application of principles. We find the chief difficulty in acquiring shorthand is a linguistic, and not a mechanical one. It is the English language that balks the pupil, and not the mechanics of shorthand. Hence, we devote much time to the linguistic side of the study. When once the theory is well learned, it is only the unfamiliar word, the imperfectly-understood diction, the unrecognized allusion, that will ruin the transcription. Hence we put shorthand in the last two years of our course, when the pupil has had at least two years of English drill and has attained a greater maturity of mind.

Typewriting presents a number of problems, and we have not found a satisfactory solution for all. One problem—that of securing "touch" writing—has troubled us little. With blanked keys, careful supervision during the early weeks, and penalty-work for looking at the keyboard, we have had virtually no difficulty in getting pupils to the point where they voluntarily tell us that they make mistakes much oftener if they look at the keys. In typewriting, we

require absolute accuracy from the first—not that all practice-work shall be perfect, but that a perfect copy of each lesson shall be handed in before the next lesson is begun. And the pupil must make two perfect copies if he hands in as perfect, one that has a single error—thus he learns to criticize carefully his own work, a most valuable ability in the office-worker. In supplemental work, we allow four errors to the page. Each day's work is signed, dated and left at the teacher's desk—to be handed back next day with criticisms marked thereon. When the pupil has progressed as far as writing actual letters—which comes rather late in our course because of the great amount of supplemental drill-work—two errors to the page are allowed for "passing"; but the ideal standard of perfect accuracy is kept before the pupil, and a penalty imposed for each error not discovered by the pupil. How to erase and correct neatly are shown at the end of the course. Speed is an important, but secondary matter. A slow lethargic touch must absolutely be prevented, and short but frequent speed-drills afford an excellent antidote as well as variety. But the development of speed in practice-work, we feel may be better made a matter of slow growth after the acquisition of complete control of the whole keyboard. The pupil who knows his tools thoroughly can easily learn to use them rapidly when speed becomes a matter of importance.

In commercial law and commercial geography we are not yet ready to report methods or results; but in each our aim is rather to develop breadth of knowledge and comprehension of general business and cultural relations than to secure a closely technical knowledge.

In conclusion, this paper does not pretend to set forth ideal methods, nor to claim notable results from the methods indicated. It merely relates facts as they seem to be to the writer, working in small schools where much more individual attention can be given than is possible in large classes. Whether the deductions drawn can be trusted, the writer is not prepared to state unequivocally. He would welcome any comment or criticism that would tend either to confirm or contradict his present opinions on the points considered, and trusts that more than one will undertake to furnish him with comment or criticism based upon experience.

What the commercial teachers of California need more than aught else, in the opinion of the present writer, is an opportunity to discuss freely and in a practical way the problems of daily work, rather than theoretical subjects of interest in themselves, perhaps, but which do not bear directly on "Getting Results."

T. A. N. C.

Teachers Will Meet in October at Marysville

The Executive Committee of the Teachers' Association of Northern California met in Yuba city, April 9th, in the office of ty Superintendent L. L. Freeman.

All members were present as follows: L. L. Freeman, President; Charles H. Camper, retiring President; Miss May Dexter, County Superintendent of Yolo; Mrs. Minnie Abrams, County Superintendent of Butte; Mrs. Minnie O'Neill, County Superintendent of Sacramento; Superintendent Manwell of Yuba County, and J. D. Sweeney of Red Bluff.

The time of meeting has been set for October 20 to 24, inclusive. Besides general sessions, there will be two sections—high school and elementary school. Principal Butler, President of the High School Teachers' Association, will have charge of the high-school work. Mr. Butler is principal of the Oroville High School.

City Superintendent Dingle of Woodland has been asked to conduct the elementary-school section. Mr. Dingle has been at the head of Woodland's schools for nearly a quarter of a century and is an able schoolman.

An effort will be made to secure some talent outside of the State in addition to what may be secured at home. President Freeman was instructed to endeavor to secure at least one of the following: Superintendent Nelson of Utah, Superintendent Ackerman of Oregon, or Superintendent Heeter of St. Paul.

It is hoped that all the valley counties will unite in joint session, and several have already voted to do so. Sacramento, Yolo, Placer, Yuba, Sutter, Glenn, Colusa, Butte, Tehama and Shasta have heretofore been foremost in the work of the Association.

STANFORD'S PLANS

"Stanford has passed the stage where it can afford to devote so much of its efforts to the training period. Within five years we expect only juniors and seniors, thus eliminating the freshman and sophomore classes. It will be a place only for those who have a definite object in pursuing a university course, and not for those who are gathering up the odds and ends of an education."

Dr. David Starr Jordan, head of the California institution, made the foregoing declaration as he talked of the hopes and aims of the founders of the university in Santa Clara Valley before old graduates in Spokane a few days ago.

Thirty alumni gathered to greet the President of Stanford while in the city on a lecturing tour, and to them he unfolded the life of the faculty and the students. He

went over the recent troubles with the students, and when he finished, every man and woman in the gathering was pledged to support him. He said, among other things:

"The man with a definite aim in pursuing his college work is the man who is wanted at Stanford. It is that also that will make Stanford a really great educational institution."

"We are working on that plan now. We have just succeeded in developing a fine law school. We have made arrangements for the Cooper Medical College as the property of Stanford, and with it will come the Lane Hospital. That completes two leading departments, and we will be ready when the time comes to turn out fine, strong, specialized men and women to do real work in the world."

"Two changes will be made to meet these new conditions. Stanford will draw from the other colleges, or the high schools in the larger cities will add two more years to their courses. It will be noted that the latter action is coming. The big universities are finding this condition forced upon them. All the leading colleges of the country, will, and I believe it will be within five years, be opening their doors to students that are at present known as juniors and seniors."

"The giving of credits will then be abolished at Stanford, and a man will receive his degree when he shows he is worthy of it. It will be a university for specialized work, like the German university."

"The big universities can not afford to spend too much time on discipline. This is not the work of a real university. That belongs to the other schools. When the high classes alone are attending they are there for work, and not to gather up the odds and ends of information. An aimless education does little good."

State University Plans Important Changes in Division of Classes

The Academic Council of the State University recently met in important session to decide on important changes in the division of work in the college course.

The report of the committee took the form of recommendations along the lines of change—one affecting the high schools through changes in the entrance requirements; the other affecting the college course through the extension of the junior certificate plan, adopted at the time of the reorganization in 1902 for the colleges of letters, social sciences and natural sciences, to all the colleges, including agriculture, commerce, mechanics, mining engineering and chemistry. The plan involves a reorganization of the colleges and their relation to the high schools.

(Continued on Page 15)

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NO NEW TEXTS FOR SOME TIME

State Superintendent of Public Instruction Hyatt has just issued the following circular to book dealers throughout California:

"On February 8th the State Board of Education adopted a new text-book in advanced geography. This book will not be ready for delivery to dealers before October 1, 1908. The law allows the present text to be used in the public schools until after July 1, 1909, consequently there is small chance that any of your present stock of advanced geographies will be left on your hands. On the contrary, you will probably have to send in new orders for the present text-book. Notice will be given when the new text is ready for delivery. Teachers are being advised to have pupils graduate or finish with the old books, so they will be at no additional expense and will not be compelled to stand loss of the old book."

During the last month Superintendent Hyatt sold \$2 426.45 worth of text-books. The sale of texts for March, 1907, amounted to \$1,767.30, showing a gain this year of \$659.15 for the month of March. The increase is due to the new writing books, recently issued. It is expected the sale of books for April, May and June will be light, picking as usual in July, August and September.

SIERRA EDUCATIONAL NEWS

AND BOOK REVIEW

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Meetings

CALIFORNIA

Mendocino County Institute, Fort Bragg, May
5-8.

Biennial Convention of City and County Super-
intendents, probably in Sept. in some attract-
ive place.

Teachers' Association of Northern California,
Marysville, latter part of October or early No-
vember.

Southern California Teachers' Association, Los
Angeles, Dec. 23, et seq.

California Teachers' Association, San Jose, Dec.
28-31.

WASHINGTON

Washington Educational Association, Spokane,
last week in December, 1908.

EDITORIAL

Owing to lack of time, and somewhat of
space, there will be no Book Notices this
time. We have several books on hand
which we are reading, and on which we shall
write soon. They include "Technical Edu-
cation" by Pres. Arthur Chamberlain of
Throop Polytechnic Institute; "Trade
Schools" by Dr. Andrew S. Draper; "Stories
and Poems," by Anna E. McGovern; "The
Bailey-Manly Spelling Book," and "The Be-
ginner's Primer," from Houghton, Mifflin &
Co.; "History of the United States," and
"Graded Lessons in Spelling," by W. C.
Doub, and several pamphlets of interest.

We call especial attention to the continua-
tion in this number of the articles on Com-
mercial study presented at the California
Teachers' Association at Santa Cruz. This
possesses a peculiar interest for the editor,
because two years ago we printed a series
of papers on Commercial subjects in our
April issue which were to be continued in
May, and after they were all set up and
ready to be printed, they, as well as the rest
of our material, went up in smoke, and could

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not be replaced. So it is with pleasure that we present this continuation in May.

Kindly note that this magazine, being published twelve months in the year, will be sent out each month during the summer, and our subscribers will confer an obligation by keeping us promptly informed of changes of address, thereby insuring its delivery during your vacation.

Another item should be noticed. The present regulations of the United States post-office department prevent our carrying unpaid subscriptions over four months except at a loss, since we must send them at a higher rate of postage. Consequently we follow good precedent and do not intend to send the NEWS after the date up to which the subscription is paid, except that when convenient we shall send one extra number to help out those whose money is tardy. This, however, will depend upon the number of extra copies on hand after supplying the regular subscription list. We have dropped over 600 from the list since the first of January.

INLAND EMPIRE TEACHERS' ASSOCIATION

Pullman, Wash., April 10.—"Resolved, That we approve the spirit of the Davis Bill insofar as it aims at the training of teachers for agricultural and industrial education, and at education in agriculture and the mechanical arts in secondary schools; but we would deplore any detail or arrangement in such legislation which would make a duplicate system of public schools. We would heartily approve the establishment or extension of the present machinery of public education in the direction of agricultural and industrial education."

This resolution, presented by the committee consisting of President E. E. Bryan of Pullman; J. A. Churchill, Baker City, Ore.; G. A. Axline of the Albion State Normal School, Albion, Idaho, was unanimously adopted by the Inland Empire Teachers' Association at its closing session this afternoon, and is in accord with the plea of State Superintendent of Schools, J. H. Ackerman of Oregon. Another resolution recommended medical inspection in schools, and pledged the hearty support of the teachers' associations to the plans which will result in the creation of medical inspectors for this work.

The newly elected officers are: G. A. Axline of the Normal School, Albion, Idaho, President; Miss R. E. Kellog, University of Montana, First Vice-President; Dr. E. O. Slason, University of Washington, Second Vice-President; Professor R. C. French, Weston Normal School, Weston, Ore., Third Vice-President; Professor Philip Soulon, University of Idaho, Secretary; J. H. Baire, of Spokane, Treasurer. Executive Commit-

tee—For the three-year term and chairman-elect for next year, President B. L. Penrose of Whitman College; two-year term, Professor H. C. Sampson, Washington State College; one-year term, J. A. Churchill, Baker City, Ore. Next year the Association will meet in Walla Walla.

(Continued from Page 12)

Professor Irving H. Stringham is the chairman of the Committee on Junior Certificates that made the recommendations, and he has been assisted in the work of drafting the plan to a considerable degree by Professor A. F. Lange and other members of the department of education.

Unification of the college prior to the junior year is the object of one part of the report.

The plan makes for greater elasticity, and for more definite cleavage between the years of original research and real university work after the junior certificate has been won, and those of general preparation which are merely a continuation of the high-school work. The plan has succeeded in the mild form in which it has been tried in the cultural courses, and the present reorganization will extend it more radically to the whole University.

The secondary purpose of the change is the forcing of the high schools into a more independent position. They will be less in the nature of mere preparatory schools to the university than heretofore. Entrance requirements will be more general, and in place of having one set of entrance requirements for each college of the university, it is proposed to have one set to cover the whole nine colleges, cultural and scientific. This is made possible by the closer inter-relationship among the colleges, and the consequent relationship of the group to the high school.

Increased freedom in the elective studies in the high schools will result. The Stanford method of accepting any fifteen units of work from the high school will not be adopted, but much greater freedom in the choice of subjects can be made. As a consequence, greater care can be taken by the high-school boards in making the schools an end in themselves as well as a preparation for the university.

The result of the whole plan, as it works itself into gradual effectiveness, will be to make of the two upper classes the real university in the European sense of the word, while the sophomore and freshman classes will be more in the nature of a continuation of the high-school work, and a means of preparation for the university.

An Agency that Recommends All Over the Country

Here are examples of 1906 changes through this agency in every case by recommendation only. Nova Scotia to N. Y.—Edith McLeod, Parrsboro to Montour Falls. Maine to N. J.—Anna L. Bard, Presque Isle to Hoboken. Massachusetts to N. Y.—Ruth M. Fletcher, Northampton to Watertown. Connecticut to N. Y.—Clarence O. Boyd, New Haven to Chateaugay. New York to Vt.—Ida Eveland, Franklin to Castleton Normal; to N. J., Martha Baggs, Ithaca to East Orange; to Pa., W. E. Dimorier, Montour Falls to Erie; to W. Va., Myra L. Shank, Auburn to Morgantown; to Ohio, Elspeth McCreary, Franklin to Geneva; to Mich., Gertrude Miller, Oswego to Kalamazoo; to Iowa, E. Theodore Manning, Rochester to Storm Lake; to Mo., John P. Clark, Gowanda to Carthage. New Jersey to N. Y.—F. W. Reed, Bridgeton to Dobbs Ferry. Pennsylvania to N. Y.—Ada M. Perry, East Sharon to Geneva; to N. J., Marietta Meredith, Towanda to Passaic. Michigan to Ohio—George W. Sievers, Kalamazoo to Cincinnati. Wisconsin to N. Y.—C. J. Vrooman, Racine to Utica. California to Ala.—Ida M. Cooley, San Francisco to Birmingham.

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We can guarantee well directed effort.

Thousands have been well satisfied. We hope you will be.

The first step is for you to register; do it now.

A teacher registered ten years ago who had held unimportant positions. We judged him to be a man of promise. We located him in a subordinate position at \$85; he did well. Two years later we located him in a high school principalship at \$1200; he succeeded. We moved him again to a better one; then again to a still better one where he has been advanced from \$1500 to \$2100. We can recite scores of similar cases. We seek teachers whom we can confidently recommend.

BOYNTON & ESTERLY

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